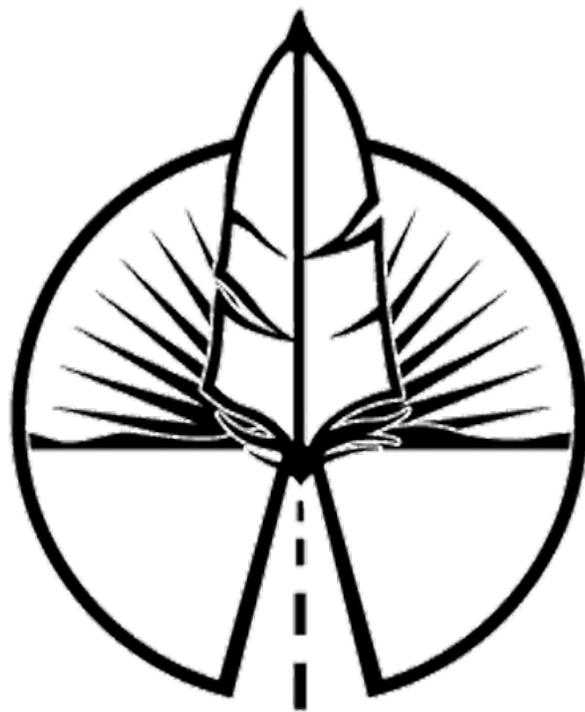


Navigating Sexism, Racism, & Oppression in the Workplace



NATIVE WELLNESS
Institute

Training provided by the Native Wellness Institute
www.NativeWellness.com

The Native Wellness Institute exists to promote the well-being of Native people through programs and trainings that embrace the teachings and traditions of our ancestors.



Characteristics Of Effective Teams

1. The team shares a sense of purpose or common goals.
2. Each team member is willing to work toward achieving these goals.
3. The team is aware of and interested in its own processes and “checks in” with each other.
4. The team identifies its own resources and uses them, depending on its needs.
5. The team willingly accepts the influence and leadership of the members whose resources are relevant to the immediate task.
6. The team members continually try to listen to and clarify what is being said and show interest in what others say and feel.
7. Differences of opinion are encouraged and freely expressed.
8. The team is willing to surface conflict and focus on it until it is resolved or managed in a way that does not reduce the effectiveness of the effort.
9. The team exerts energy toward problem solving rather than allowing it to be drained by interpersonal issues, competitive struggles or pettiness.
10. Roles are balanced and shared to facilitate both the accomplishment of tasks and feelings of team cohesion and morale.
11. To encourage risk taking and creativity, mistakes are treated as sources of learning rather than reasons for punishment.
12. The team is responsive to the changing needs of its members.
13. Team members periodically evaluate the team’s performance.
14. The team is attractive to its members, who identify with it and consider it a source of both personal and professional growth.
15. Celebrations are important.
16. Developing a climate of trust is recognized as the crucial element for facilitating all of the above elements.



Characteristics Of Effective Team Members

1. Support the team leader.
2. Help the team leader to succeed.
3. Compliment the team leader on team efforts.
4. Provide open, honest and accurate information.
5. Support, protect, and defend both the team and the team leader.
6. Act in a positive and constructive manner.
7. Provide appropriate feedback.
8. Understand personal and team roles.
9. Bring problems to the team (upward feedback).
10. Accept ownership for team decisions.
11. Recognize that they each can serve as a team leader.
12. Balance appropriate levels of participation.
13. Maintain confidentiality.
14. Show loyalty to the organization, the team leader and the team.
15. View criticism as an opportunity to learn.
16. State problems along with alternative solutions/options.
17. Give praise and recognition when warranted.
18. Operate within the parameters of team rules.
19. Confront the team leader when his or her behavior is not helping the team.
20. Share ideas freely and enthusiastically.
21. Encourage others to express their ideas fully.
22. Criticize ideas, not people.
23. Avoid disruptive behavior such as gossiping, nitpicking and back stabbing.



Needs Of Team Members

**Most of us have all or most of the following needs.
An effective team leader must be aware of these.**

1. I need a SENSE OF BELONGING, a feeling that I am honestly needed for my total self, not just for what I can do or because I take orders well.
2. I need to have a sense of sharing in planning of the objectives that affect me or the team.
3. I need to feel that the goals and objectives arrived at are within reach and that they make sense to me.
4. I need to feel that what I am doing has real purpose or contributes to the human circle – that its value extends even beyond my personal gain.
5. I need to share in making the rules by which, together, we shall live and work toward our goals.
6. I need to know in some clear detail just what is expected of me.
7. I need to have some responsibilities that are challenging, that are within range of my abilities and interest, and that contribute toward reaching my assigned goals.
8. I need to see that progress is being made toward the goals we have set.
9. I need to be kept informed. What I'm not up on, I may be down on.
10. I need to have confidence in my superiors – confidence based upon assurance of consistent fair treatment, supervisor knowledge, recognition when it is due, and trust.
11. I need accurate feedback and sometimes affirmation about my work and tasks.

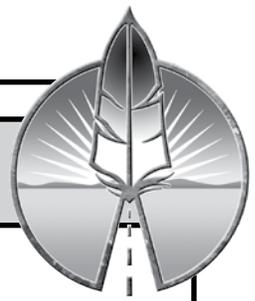


Native IQ Test

The following test will probe your knowledge of Native history and current issues.

1. The Holocaust of World War II was not only one of the most tragic events of the 20th century, but of modern history in general. Close to 6 million Jews (nearly two-thirds of all European Jews) and many other people perished. By comparison, approximately how many Indians in the Americas died within a century of Christopher Columbus' arrival?
 - A. Nearly 5 million, roughly half the existing population
 - B. Nearly 10 million, roughly half the existing population
 - C. Nearly 10 million, roughly 95% of the existing population
 - D. Nearly 100 million, roughly 95% of the existing population
2. Which of the following statements did Christopher Columbus make to Queen Isabella and King Ferdinand of Spain when writing about native people in the Americas?
 - A. "They would make fine servants. With fifty men we could subjugate them all and make them do whatever we want."
 - B. "We can send from here, in the name of the Holy Trinity, all the slaves and brazil-wood which could be sold. One Indian is worth three Negroes."
 - C. Both of the above
 - D. None of the above
3. The practice of scalping:
 - A. Dates back to ancient Greece
 - B. Was introduced in America by the Dutch
 - C. Was done occasionally by U.S. soldiers in World War II
 - D. All of the above
4. How does the U.S. Declaration of Independence refer to American Indians?
 - A. As "merciless Indian Savages"
 - B. As "the Native inhabitants of this land"
 - C. It does not mention the existence of American Indians
 - D. None of the above

Native IQ Test (continued)



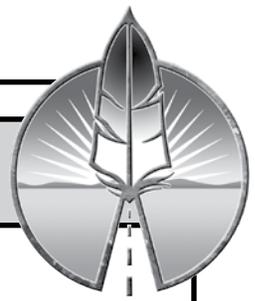
5. In its policy of “removal,” the U.S. government forced American Indians to leave their ancestral lands. For example, in a march that began in 1838 and was later called the Trail of Tears, 17,000 Cherokees were moved west under conditions so severe that 4,000 people died. In a speech to Congress, how did President Martin Van Buren (in office at the time) describe Indian removal?
 - A. “The entire removal of the Cherokee Nation has been principally under the conduct of their own chiefs, and they have emigrated without any apparent reluctance.”
 - B. “[The government’s] dealings with the Indian tribes have been just and friendly throughout all these tribes are friendly in their feelings toward the United States.”
 - C. “Since the spring of 1837 more than 40,000 Indians have been removed to their new homes [and] all accounts concur in representing the result of this measure as eminently beneficial to that people.”
 - D. All of the above

6. Of all the major racial and ethnic groups in the United States, which one lives in the most residentially segregated environment?
 - A. African Americans
 - B. Hispanic Americans
 - C. Asian Americans
 - D. Native Americans
 - E. None of the above

7. Which statement is true of American Indian citizenship?
 - A. Most Indians are citizens of their own nations, not the United States
 - B. Upon application, Indians are eligible for U.S. citizenship after age 18
 - C. Indians born in the U.S. automatically receive U.S. citizenship
 - D. None of the above

8. According to a spokesperson for the Cleveland Indians baseball team, the main reason for continuing to use the Chief Wahoo logo is:
 - A. Overwhelming fan support
 - B. It honors the history of Native Americans
 - C. A change would cost the team too much money
 - D. None of the above

Native IQ Test (continued)



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Native IQ Test Answer Key

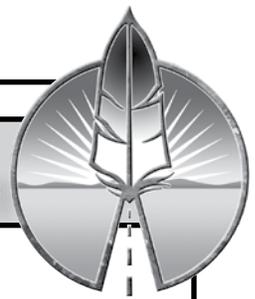
1. Correct Answer: D. Nearly 100 million -- roughly 95% of the existing population. Within a few generations of their first encounter with Europeans, nearly all Native people in the Western Hemisphere were exterminated. In terms of the number dead, the destruction of the Indians of the Americas ranks as the largest act of genocide in history.
2. Correct Answer: C. Both of the above. To pay back dividends to those who had invested in his voyages, Columbus and his men captured and enslaved hundreds of Indians, many of whom died at sea while being transported to Spain. Columbus also tried to amass as much gold as possible. For example, in the province of Cicao on Haiti, Columbus and his men ordered all persons 14 or older to collect a certain amount of gold every three months. Indians who failed to find enough gold had their hands cut off and bled to death.
3. Correct Answer: D. All of the above. Even though scalping is often portrayed as an Indian activity, it was practiced in ancient Greece, introduced to America by the Dutch, and encouraged by bounties for Indian scalps. In 1755, for instance, the Massachusetts legislature offered the following bounty: "For every scalp of a male Indian brought in ... forty pounds. For every scalp of such female Indian or male Indian under the age of twelve year that shall be killed ... twenty pounds."

During World War II, U.S. soldiers in the Pacific occasionally carved Japanese bones into letter openers or used Japanese skulls as table ornaments. At the time, it was well known that some U.S. soldiers collected "battlefield trophies" such as Japanese scalps, gold teeth, ears, and bones. For example, the photograph on this page appeared as "Picture of the Week" in the May 1944 issue of Life magazine, with the caption "Arizona war worker writes her Navy boyfriend a thank-you note for the Jap skull he sent her."

4. Correct Answer: A. As "merciless Indian Savages." More fully, the Declaration of Independence refers to Native Americans as "the merciless Indian Savages, whose known rule of warfare is an undistinguished destruction of all ages, sexes, and conditions."

Several early U.S. presidents shared this view of Native Americans. For example, George Washington referred to them as "ignorant Savages" and "beasts of prey," John Adams referred to them as "poor, ignorant savages" with "an aversion both to civilization and Christianity," and Thomas Jefferson confided to James Monroe: "I hope we shall drub the Indians well this summer & then change our plan from war to bribery."

Native IQ Test Answer Key (continued)



5. Correct Answer: D. All of the above. President Van Buren made the first two statements in a 1838 speech that described Indian removal as having had “the happiest effects,” and he made the third statement in an 1840 speech that referred to “the wily character of the savages.”

Andrew Jackson, in his 1830 Annual Message to Congress, likewise referred to Indian removal as a “benevolent policy” that would allow Indians to “cast off their savage habits and become an interesting, civilized, and Christian community.” Jackson went on to win a second term as president, and in his Fifth Annual Message he told Congress that Indians “have neither the intelligence, the industry, the moral habits, nor the desire of improvement which are essential to any favorable change in their condition. Established in the midst of another and a superior race ... they must necessarily yield to the force of circumstances and ere long disappear.”

6. Correct Answer: E. None of the above. In the United States, White Americans are the most residentially segregated racial group (they are least likely to have contact with members of another race). Although a majority of Native Americans once lived on reservations, over half live outside the reservation system.
7. Correct Answer: C. Indians born in the U.S. automatically receive U.S. citizenship. In 1924, the Indian Citizenship Act declared all Native Americans to be U.S. citizens. Native Americans 18 or older are eligible to vote in all state and federal elections. Even though some states did not allow Native Americans to vote until decades after the Indian Citizenship Act had passed, democracy was not new to Native American communities. As the U.S. Senate Select Committee on Indian Affairs reported on September 30, 1988, in connection with the bicentennial celebration of the U.S. Constitution:

“More than 200 years ago, the framers of the United States Constitution reviewed the principles of democracy and the democratic institutions of the Six Nations of the Iroquois Confederacy, and then drew from the Iroquois’ experiences in constructing the United States form of government.”

8. Correct Answer: A. Overwhelming fan support. In an Oct. 20, 1995, Cleveland Plain Dealer news report, Indians spokesperson Bob DiBiasio said of the logo: “I think overwhelming fan support is pretty much the reason why we are continuing with it. Let’s just play baseball.” In another news report on the Cleveland Indians, owner Richard Jacobs described Chief Wahoo as “an ideal logo.” Said Jacobs: “It’s not demeaning... It’s a caricature of a noble race, a brave race.”

And in a similar controversy involving the Washington Redskins team name, spokesperson Karl Swanson told the Washington Post on Jan. 26, 2002: “We’ve always used the word in a respectful way, to mean tradition, courage and respect.” In the words of team owner Daniel Snyder, “The Redskins name was taken actually as an honor.”



Indian Policy Timeline

The Indian Experience

FEDERAL POLICIES TOWARD INDIANS

Pre-1800's	Extermination, Manipulation and Colonization of Indians
Early 1800's	The Civilization Act Appropriate money to "civilize" and "educate" Indians in white schools with white teachers who were usually missionaries.
1830	Removal Act Authorized President Jackson to remove Indians from the east to west of the Mississippi River.
1870-1890	Indian Wars Wounded Knee 1890 – famous Sioux massacre.
1870	Religious Persecution Attempt to get rid of plains Indian societies by destroying their "savage" religions.
1887	The Dawes Allotment Act Divided up Indian land and gave plots of land to the "head of household." Much of original land allotted to Indians was later taken because they were unable to pay taxes. Government determined tribal roles and membership.
1924	The Snyder Act Until this time Indians were not considered citizens of the United States.
1934	Wheeler-Howard Indian Reorganization Act The "Indian New Deal" allowed tribes to establish elected tribal governments. Traditional chiefs, headmen and medicine men are not recognized by the government.
1953	Termination Policy Attempted to abolish federal supervision of Indian tribes. Effect was disastrous on those tribes that were terminated, most notably the Klamath Tribe in Oregon and Menominee Tribe in Wisconsin.
1968	Indian Civil Rights Act Imposed regulations on tribes in order to guarantee individual Indians similar rights in tribal matters as the Bill of Rights gives others.
1970	Self-Determination Policy Richard Nixon condemned the Termination Policy and extended more control of Indian affairs to Indians themselves.
1978	Indian Child Welfare Act Assures the preservation of the Indian family by protecting the proper placement of Indian children into Indian adoptive and foster homes.

References and Suggested Reading:

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- ♦ Deloria, Jr., Vine. *God is Red*. New York: Grosset and Dunlap. 1973.
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- ♦ Prucha, F.P. *Indian Policy in the United States*. Lincoln: University of Nebraska Press, 1981.
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Types Of Trauma

Native people experienced repeated harms over many generations resulting from historically traumatic events. This is called Historical Trauma. When historical trauma is unresolved, the trauma continues. This is called Current Day Trauma.

TYPES OF HISTORICAL TRAUMA

Extermination, Massacres, Disease

Systematic genocidal campaigns were waged against Native people from 1492 to today that had devastating consequences. Many tribes are gone today due to intentional extermination, massacre and disease.

U.S. Federal Treaties And Policies

Federal policies served to divide and conquer Native people. These policies included the Dawes Act (or land allotments), Citizenship, Relocation, and Termination. The United States broke every single treaty ever made with tribes. Reservations, blood quantum, and other strategies were created by the U.S. effort to deal with what they considered “the Indian problem.”

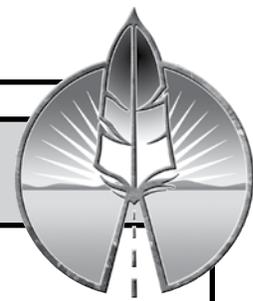
Boarding Schools And Child Sexual Abuse

Countless Native children were forcibly removed from their parents and families by being sent to federal and Christian boarding schools. Some children never saw their parents, families, or communities again. The introduction of child sexual abuse can be traced back through generations to these boarding schools.

Loss of Power And Self--determination

After European contact and with the establishment of the United States, foreign ways were introduced that undermined tribal control and leadership over their own people. A new era of tribal government, tribal membership requirements, economies, and dependence on the U.S. was created, resulting in negative consequences.

Types Of Trauma (continued)



TYPES OF CURRENT DAY TRAUMA

Racism

Upon first contact, Europeans believed Native people were inferior to them. They believed they were smarter, they were cleaner, and that God favored their race. This racism worked in their favor to “build” America. As long as Native people were less than human, the early Americans could justify taking away land, livelihood, children, and everything Native people valued. Many Native people experience racism today, especially along the borders of Indian reservations and in urban areas.

Lateral Violence or Lateral Oppression

The effects of historical trauma can also include violence, self-hate and oppression within and toward the members of our own tribes and communities. In other words, Native people sometimes hurt other Native people. Maltreatment of one another includes domestic violence, child abuse, family feuds, unhealthy tribal politics, and community apathy.

Alcoholism and Substance Abuse

Alcohol was introduced to Native people with the intent to steal and exploit what belonged to them. Today, other forms of drug abuse include methamphetamine and prescription drug abuse. These harmful substances medicate emotions and prevent healing from historical and current day traumas.

Poverty

At one time, Native people prospered from the land. Living by the principle that you do not take more than you need, there was always enough to go around. Today, many Native people live below the poverty line. Poverty causes stress and stress causes more problems. Many Native people who have become wealthy still do not know how to handle money.

Gossip

Native people are very social and like to visit often. Sometimes, visiting takes the form of gossip with the intent to hurt others. Even if hurting others is not the intent, the result is still the same. Some say that gossip is a bigger disease than alcoholism or diabetes in our communities.

Bullying

Bullying is a form of abuse. It comprises repeated acts over time involving a real or perceived imbalance of power. The victim of bullying is sometimes referred to as a target. Bullying consists of three basic types of abuse: emotional, verbal and physical. It typically involves subtle methods of coercion such as psychological manipulation.

One of the main lessons about historical or current day trauma is that hurt people hurt people.



Trauma Web

The column on the left lists various types of trauma that can affect our lives. The column on the right lists characteristics of trauma. Any of these may have affected you, your parents, grandparents or other people who have had a significant impact on your life. For each of the traumas and characteristics that have affected you, your family or significant others draw a line connecting the trauma or characteristic to “you” in the center of the page.

Death of a loved one

Gambling addiction

Emotional abuse

Drug addiction

Physical abuse

Verbal abuse

Cultural loss

Alcoholism

Neglect

Racism

Divorce

Poverty

Violence

Disability

Relocation

Foster care

Adoption

Oppression

Sexual abuse

Loss of a job

Boarding school

War experiences

Loss of spirituality

Discrimination of any kind

Frequent periods of depression

Difficulty hearing positives

Fear of conflict and anger

Continuing sense of guilt

Need to be in control

Fear of dependency

Overly responsible

Very irresponsible

Overachievement

Poor self-images

Need to be right

Fear of trusting

Perfectionist

Chaos junkies

Fear of feeling

Fear of intimacy

Underachievement

Denial of problems

Fear of incompetence

Compulsive behavior

Heavily depends on others

Repetitive relationship behavior

Unable to relax, let go, and have fun

Hypersensitive to the needs of others

YOU

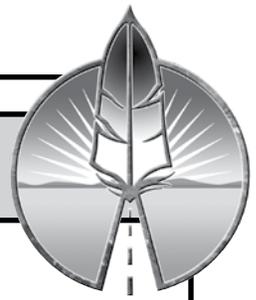


21 Characteristics

In 1979, Jane Middleton-Moz and Lorie Dwinell identified the following 21 characteristics that adult children of alcoholics may exhibit. These characteristics may also be exhibited by anyone that has lived life and suffered any pain. Because of our unique experiences growing up, we will all react differently to different traumatic events in our lives. In fact, what one person finds to be extremely traumatic, another person may not find traumatic at all. Without healing intervention of some kind, as traumatic experiences happen in our lives our behavior may be affected and we may begin to exhibit some of these characteristics.

1. **Fear of trusting.** Some of us grow up believing that people are unpredictable - that others cannot be trusted because when we trust them, we are let down and hurt. These people may have great difficulty in trusting any responsibility to others or trusting that their feelings or needs will be taken care of.
2. **Continuing sense of guilt.** Some survivors of trauma believe that they have caused the trauma in their lives - that they are responsible for the behavior and actions of others, rather than being a victim of that behavior. They generally won't do anything to "rock the boat" for fear that they will be blamed for any failure, but this also means that they won't take an opportunity to create positive change.
3. **Hyper-responsibility or chronic irresponsibility.** Some of us learn that we must become extremely responsible at an early age - the "20 year old, eight year old". We believe that we must take responsibility for getting everything accomplished or it won't get done. Conversely, some of us have learned not to accept any responsibility for anything. That way, if anything goes wrong "It wasn't my fault. You can't blame me for anything."
4. **Perfectionist.** Depending upon the trauma, some of us grow up believing that we must do everything perfectly. We develop a fear of making mistakes or doing something wrong because when we made a mistake there were severe consequences. We may spend way too much time on inconsequential details, drawing attention away from other important issues.
5. **Counter-dependence or fear of dependency.** We may learn through our experiences that "I don't need to depend on you, I can do it myself." Some may learn to fear depending on others and will not share responsibilities or emotions as a result.
6. **Need to be in control.** Because of feelings of not having any control of life in younger years, some of us may overcompensate in later years by wanting to control everything around us. This can lead to micro managing, overbearing parenting, etc.
7. **Difficulty hearing positives.** Because of poor self-images, some of us have difficulty accepting positive feedback from others. We may ask ourselves, "What do they really want?" or feel pain or loss upon hearing others speak positively about us.
8. **Overachievement or underachievement.** Some of us may try to improve our self-esteem and sense of not being loved by seeking praise for our accomplishments. This could be getting good grades in school, joining every club and excelling in sports; or spending extra time at work and volunteering for every committee. Conversely, some of us may attempt to do very little so we can't fail and can't be blamed for anything.
9. **Poor self-images.** If we internalize the abuse, neglect or emotional distance that others direct at us, we may form a self-image that we "just aren't good enough". This could greatly impact our motivation to accomplish positive things.

21 Characteristics (continued)



10. **Compulsive behaviors.** Some of us may become alcoholics or workaholics, compulsive gamblers, over-eaters, over-spenders, or behave in other compulsive and unhealthy ways. We may use these behaviors to avoid feeling grief and pain from the past traumas of our lives.
11. **Need to be right.** Sometimes we may replace the need to feel loved with the need to be right. We may fear being wrong or inappropriate because of baggage from the past. We may even place being right as more important than relating well with others.
12. **Denial.** Through denial we try to protect ourselves by ignoring the pain of reality. We may choose denial over issues with those around us, rather than dealing with the issues because that may lead to an end of the relationship and feelings of abandonment and failure.
13. **Fear of conflict and anger.** Because of fears of the consequences of conflict and anger, or fear of their own unexpressed rage, some people will develop behaviors that avoid conflict. This could include isolating from others or always accepting blame, but ultimately losing their own identity in the process.
14. **Chaos junkies.** If chaos was the norm growing up, we may find ourselves more comfortable with chaos and conflict than with peace and cooperation. Or we may use chaos to hide from other feelings. Some of us will choose professions that are always dealing with chaos.
15. **Fear of feeling.** Some of us were not safe to express or allow feelings, being hurt or abandoned as a result. We learned to withhold feelings, or even lost the ability to feel or express emotions. Without intervention we may continue to act very coldly or emotionless today.
16. **Frequent periods of depression.** Depression has been described as when our expectations are not being met and we begin to believe that they never will be. Eventually our feelings of anger or disappointment are turned inward against ourselves and may show as symptoms of depression.
17. **Fear of intimacy.** We may have learned that intimacy leads to being emotionally or physically hurt. We may become unwilling to feel close to anyone and find ourselves pushing others away.
18. **Fear of incompetence.** This may also be called the “impostor syndrome” - when we begin to believe that if people really knew us they wouldn’t like us. We may act in ways that we feel aren’t our true nature, putting on a false face hoping to be more acceptable to others.
19. **Hypersensitivity to the needs of others.** Some of us learned that life was much safer by being extremely aware of the changing moods of those around us. Today, we may still be scrutinizing the behaviors of others in our attempt to predict how they will behave next. This affects our ability to focus on other issues.
20. **Repetitive relationship patterns.** This may be an attempt to recreate the painful experiences of childhood - returning to what was normal. This could also be a reflection of our feelings of low self-esteem. We may look to find or create unhealthy relationships over and over
21. **Inability to relax let go and has fun.** When others were playing and having fun, some of us were learning to survive in difficult situations. Not only did we not learn how to relax and play, we may have a fear of doing so.



Healing

Healing comes from the word HAELEW, meaning to be or become whole. Healing can also be described as removing unbalance from self. It is bringing wholeness to body, mind, heart and spirit.

Healing is a “personal cleansing” of...

- ◇ Mistrust
- ◇ Unresolved grief
- ◇ Loss and hurt
- ◇ Anger / hatred
- ◇ Historical trauma
- ◇ Shame / guilt
- ◇ Fear
- ◇ Negativity
- ◇ What else?

We heal by...

- ◇ Forgiveness – self and others
- ◇ Looking within – introspection
- ◇ Feasting
- ◇ Praying
- ◇ Sharing ourselves
- ◇ Therapy
- ◇ Being generous
- ◇ Taking healthy risks
- ◇ Changing unhealthy behavior
- ◇ Practicing spirituality
- ◇ Loving ourselves and others
- ◇ What else?



Healing Plan

MY PERSONAL HEALING JOURNEY!

You wouldn't go on a trip to a new destination without a map, would you? Well, a Healing Plan is your map to your Healing Journey. What are you going to do this month on the path to your own Wellness?

	Spiritual	Emotional	Mental	Physical
Example	Pray for my healing and my families healing every morning before I go to work.	Go to weekly talking circles and share what I am feeling about my healing.	Make a digital story about my healing journey.	Walk 3 miles every day after work to allow my body to stay healthy.
Week 1				
Week 2				
Week 3				
Week 4				

Remember: Healing is a journey, not a destination! Happy Travels!



Characteristics Of Generational Poverty

- ◇ Background “noise”: TV always on, conversation participatory, several people talking at once.
- ◇ Importance of personality: Individual personality is what people bring to the table, because money is not brought. The ability to entertain, tell stories and humor is highly valued.
- ◇ Significance of entertainment: When one can merely survive, respite from the survival is important.
- ◇ Importance of relationships: One only has people upon whom to rely and those relationships are important to survival.
- ◇ Matriarchal structure: The mother has the most powerful position in the society if she functions as a caretaker.
- ◇ Oral-language tradition: Casual register is used for everything.
- ◇ Survival orientation: Discussion of academic topics is generally not prized. There is little room for the abstract. Discussions center around people and relationships. A job is about making enough money to survive. A job is not about a career (i.e., “I was looking for a job when I found this one.”)
- ◇ Identity tied to lover/fighter role for men: The key issue for males is to be a “man.” The rules are rigid and a man is expected to work hard physically—and be a lover and a fighter.
- ◇ Identity tied to rescuer/martyr role for women: A “good” woman is expected to take care of and rescue her man and her children, as needed.
- ◇ Importance of non-verbal/kinesthetic communication: Touch is used to communicate, as are space and non-verbal emotional information.
- ◇ Ownership of people: People are possessions. There is a great deal of fear and comment about leaving the culture and “getting above your raising.”
- ◇ Negative orientation: Failure at anything is the source of stories and numerous belittling comments.
- ◇ Discipline: Punishment is about penance and forgiveness, not change.
- ◇ Belief in fate: Destiny and fate are the major tenets of the belief system. Choice is seldom considered.
- ◇ Polarized thinking: Options are hardly ever examined. Everything is polarized; it is one way or the other. “I quite” and “I can’t” are common.
- ◇ Mating dance: The mating dance is about using the body in a sexual way and verbally and non-verbally complimenting body parts. If you have few financial resources, the way you sexually attract someone is with your body.
- ◇ Time: Time occurs only in the present. The future doesn’t exist except as a word. Time is flexible and not measured. Time is often assigned on the basis of the emotional significance and not the actual measured time.
- ◇ Sense of humor.
- ◇ Lack of order/organization: Many of the homes/apartments of people in poverty are unkept and cluttered.
- ◇ Lives in the moment—does not consider future ramifications: being proactive, setting goals and planning ahead are not a part of generational poverty.



A Colonized Ally Meets a Decolonized Ally This Is What They Learn

by Lynn Gehl

1. A colonized ally stands in the front. A decolonized ally stands behind.
2. A colonized ally stands behind an oppressive patriarchy. A decolonized ally stands behind women and children.
3. A colonized ally makes assumptions about the process. A decolonized ally values there may be principles in the process they are not aware of.
4. A colonized ally wants knowledge now! A decolonized ally values their own relationship to the knowledge.
5. A colonized ally finds an Indigenous token. A decolonized ally is more objective in the process.
6. A colonized ally equates their money and hard work on the land as meaning land ownership. A decolonized ally knows that land ownership is more about social hierarchy and privilege.
7. A colonized ally projects guilt. A decolonized ally knows it is their work to do.
8. A colonized ally projects emotions. A decolonized ally knows Indigenous people have too much to deal with already.
9. A colonized ally has no respect for Indigenous intellectuals. A decolonized ally knows Indigenous people have their own intellectuals.
10. A colonized ally has no idea they need to decolonize. A decolonized ally understands they have to continually decolonize.
11. A colonized ally has no idea of the concomitant realities of Indigenous oppression. A decolonized ally understands the many, layered, and intersectional oppressions Indigenous people live under.
12. A colonized ally speaks for Indigenous people. A decolonized ally listens.
13. A colonized ally takes on work an Indigenous person can do and is doing. A decolonized ally takes on other work that needs to be done.
14. A colonized ally makes things worse. A decolonized ally understands.
15. A colonized ally says, "It is time to get over it." A decolonized ally realizes one's relationship to the harm is subjective.
16. A colonized ally appropriates another nation's Indigenous knowledge. A decolonized ally does the hard work to uncover their own Indigenous knowledge.
17. A colonized ally will loath this truth offered. A decolonized ally will recognize the hard work telling this truth is.

Lynn Gehl, Ph.D., is an Algonquin Anishinaabe-kwe from the Ottawa River Valley, Ontario, Canada. She has been an Indigenous human rights advocate for over 30 years. She has a doctorate in Indigenous Studies, a Master of Arts in Canadian and Native Studies, an undergraduate degree in Anthropology (summa cum laude) and a diploma in Chemical Technology. Lynn worked in the field of environmental science for 12 years in the area of toxic organic analysis of Ontario's waterways.

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